



## Three Modes of Communication



## What is the mode of communication?

1	Prepare a poster about your favorite sport.	
2	Watch a travel video and jot down places of interest.	
3	Talk about what to do on the weekend.	
4	Send a letter to an e-pal.	
5	Create a graphic organizer for new vocabulary.	
6	Create a skit where you buy something in the market.	

## ACTFL Integrated Performance Assessment

### Interpretive Communication

Students listen to, view and / or read an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



**Presentational Communication**  
Students engage in the presentational mode by sharing their research/ideas/ opinions. Samples presentational formats: speeches, drama, skits, videos, radio broadcasts, posters, brochures, essays, websites, etc.

**Interpersonal Communication**  
After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



## Food and Hunger

Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

### Stage 2: Assessment Evidence

#### Performance Task Summary (Integrated Performance Assessment)

Interpretive	Students will read short authentic texts that provide information on food and hunger. They texts will be excerpted from <i>Copain du Monde</i> . Students will be given key English words and asked to find the French equivalent. They will be given statements and will indicate which statements provide information that is shared in the reading. They will also watch a brief youtube clip and state the main idea of the clip in English.
Interpersonal	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.
Presentational	Students will create a public service announcement to address nutritional and / or hunger issues in their community.
<b>Formative Assessments</b>	
<b>Other Summative Assessments</b>	
Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues.	

## Student Can-do's

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

## Interpretive

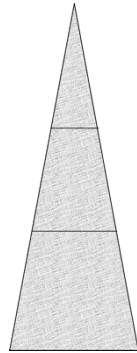


## Traditional Format

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned



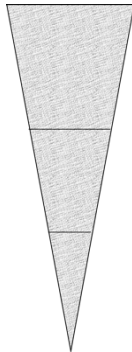
*Adapted from McREL blackline masters*

## The Blurvle Ceremony

The axtlzbn is worn primarily by meebbs for the blurvle ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzbn.
2. Who wears an axtlzbn?
3. What ceremony is it for?
4. Fill in the blanks: The \_\_\_\_\_ is worn by \_\_\_\_\_ for the \_\_\_\_\_.

## Strategic Format

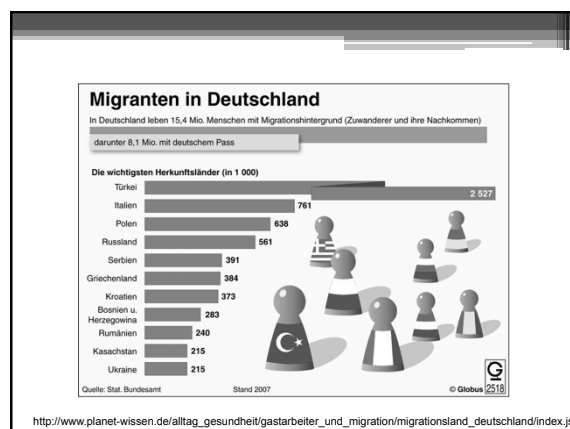
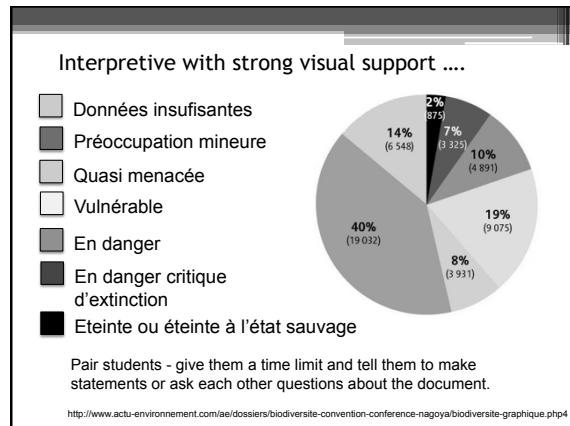
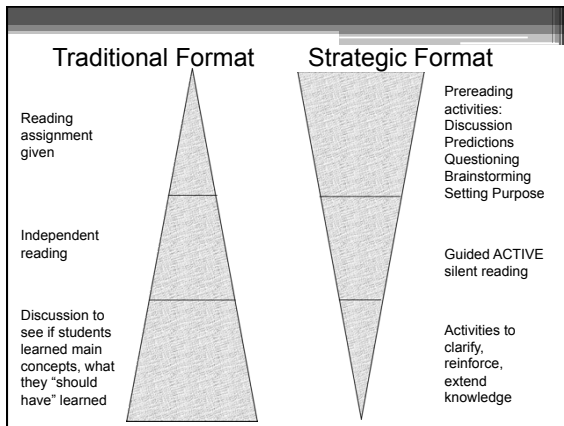


Prereading activities:  
Discussion  
Predictions  
Questioning  
Brainstorming  
Setting Purpose

Guided ACTIVE  
silent reading

Activities to clarify,  
reinforce, extend  
knowledge

It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.





#### LA BESTIA

Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un armés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.



image: cgsib.be

#### Savez-vous vraiment comment sont faits vos souliers de marque Nike?

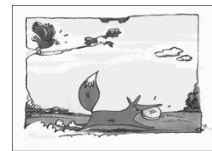
Des milliers d'enfants travaillent en moyenne 12 heures par jour, jusqu'à sept heures par semaine pour fabriquer les souliers que vous portez. L'entreprise Nike promet que ses produits ne sont plus fabriqués par des enfants. Toutefois, le géant a déjà dû payer 1.5 million \$ pour régler des poursuites pour des publicités mensongères... L'entreprise est critiquée pour les conditions de travail de ses ouvriers dans des usines sous-traitantes d'un peu partout dans le monde, entre autres le Vietnam.....

Mettez-vous à la place de ces enfants : comment vous sentiriez-vous de savoir que tous les efforts que vous faites ne sont pas récompensés? Travailler en moyenne 12 heures par jour, tous les jours de la semaine... Ne pas pouvoir aller à l'école, jouer avec ses amis, se reposer, etc. Mettez-vous à la place de ces enfants qui travaillent sans cesse pour faire ce que vous désirez.

#### Vocabulary Development



#### Predict the story.



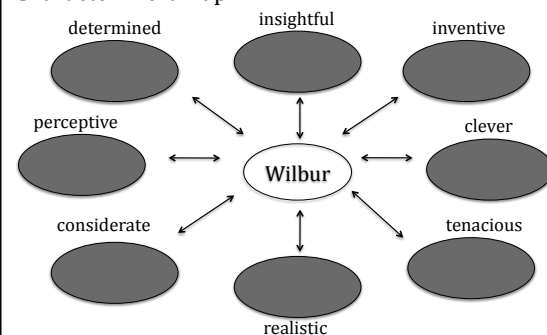
crow, fox, cheese, sing



#### Predict the story.

spider	little girl	state fair
generous	pig	egg sack
selfish	farmer	geese
rat		

#### Character Trait Map



## Barco de refugiados



no es  
posible  
hablar



## Common Core State Standards for English Language Arts and Literacy

Distribution of Literary and Informational Passages by Grade in  
the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

## Applying Strategies to the Interpretive Task



### Before Reading

- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose



### During Reading

- Guided
- Active
- Silent
- Individual



### After Reading

- clarify
- reinforce
- extend knowledge

Your "apple save" moment....



## Un regalo para Abuelita

En celebración del Día de los Muertos  
ISBN 0-87358-688-1



## A C T I V E

## A.C.T.I.V.E.

### Ask Questions



Who?  
Where?  
If....then?

What?  
Why?  
Who can?

When?  
Which would?  
How did?

Thick questions vs. thin questions

## A.C.T.I.V.E.

### Ask Questions

Abuelita scolded the day she discovered Rosita pulling up plants in the garden.

"I'm weeding!" protested Rosita.

"Those are not weeds!" replied Abuelita. She showed Rosita what to pull and what to save. "These plants are chiles. We will harvest them together. This year you can help me make salsa."

Rosita was pleased. She liked helping her grandmother cook.

## A.C.T.I.V.E.

### Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea  
I disagree  
I remember  
I wonder

I'm confused  
Important idea  
I'm surprised

## A.C.T.I.V.E

### Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Then Abuelita got sick. Soon she was too weak to work in the garden. Rosita sat by her grandmother's bed, braiding and telling her stories. "The chiles are fat now," she told Abuelita. "When you are well, we will pick them together."

But before the chiles could ripen, Abuelita died.

Rosita missed her very much. She missed the soap scent of Abuelita's everyday dress and the pla-pla-pla of her hands shaping dough for tortillas. She missed the strong warmth of her grandmother's arms. She wanted to hear Abuelita's voice whisper "good night."

## A.C.T.I.V.E

### Track Down



Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

## A.C.T.I.V.E

### Track Down

"We need Abuelita here," Rosita told Abuelo in October. Her grandfather nodded. His brown eyes glistened.

"Yes," he said. "I miss her too. You can show Abuelita how much you miss her, *mija*. Make her a gift for when she visits us on the Day of the Dead."

On the Day of the Dead, families remember the people they love who have died. Each family makes an *ofrenda* at an altar to welcome the dead. Everybody make gifts for the altar.

## A.C.T.I.V.E.

### Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.



## A.C.T.I.V.E

### Making Inferences

Rosita remembered something she knew how to do. She asked Abuelo for three long strands of yarn. Then she sat near his loom in the courtyard and started to braid.

She braided the following morning as well, when her family went to the market. They sold some flowers and bought candles and incense, apples and bread of the dead.

"What a beautiful braid!" said the woman who sold them the bread.

"*Gracias*, but it isn't finished yet," said Rosita.

All the way home on the bus, Rosita worked on her braid. The cord reached from the tips of her fingers past her elbows.

## A.C.T.I.V.E

### Visualizing

Create visual and other sensory images during and after reading.

Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.



## A.C.T.I.V.E

### Visualizing

As twilight deepened, she finished her braid. It was as tall as she was. Rosita sat by her grandmother's grave, stroking the cord with her fingers. In it, she had braided the things she remembered: the scent of her grandmother's dress, the pla-pla-pla of her hands on the tortillas, her songs and her scolding, her tales and the taste of her salsa.

Closing her eyes, Rosita began to feel warm, as if she were safe in her grandmother's arms. Soft wings brushed her face like a kiss. Then in her heart, a husky voice whispered, *Buenas noches, Rosita*.

## A.C.T.I.V.E

### Eureka!

Retell or synthesize what has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.





## R.A.F.T.

Role	Audience	Format	Topic
Rosita	Abuelo	Letter	Why you miss Abuelita so much
Braid	Rosita	Note	How much love you feel in her fingers and questions about why that is so
Newspaper Reporter	Americans who do not understand Day of the Dead	Newspaper Interview	Questions about the day and the items on the altar
?	?	?	?

## Teaching Nonfiction Reading

We need to teach students:

- How to use the questions we give them and how to create questions of their own.
- How to use clues an author provides to identify main ideas and supportive details.
- How to successfully summarize and retell the important information both during and after reading.
- How to recognize the most common textual patterns — comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process.

Adapted from Discovering Nonfiction: 25 Powerful Teaching Strategies



Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

<http://www.elboricua.com/BoricuaKids.html>

1 Read

3 Remember

2 Cover

4 Retell

## Proof for / Proof against

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

## Bloom's Choice Board

remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

Literacy Tic-Tac-Toe		
Create a scrabble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text.	Construct a graphic organizer that categorizes the main ideas and supporting details. or Develop a biopoeem describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text.	Write a critique or an editorial justifying your opinion using excerpts from the text.
Design a role play that highlights a conflict and attempts to resolve the conflict. or Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork.	Create an advertisement/ promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.	Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.
Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if.....	Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose much connect to the text. or Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways.	Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader's understanding.

## Interpretive Mode


EOI ARLUCAS  
DEPARTAMENTO DE FRANCÉS

1

**COMPRÉHENSION ÉCRITE :**

**Santé : Bien manger est un luxe**

Une étude récente (\*) montre que les personnes les plus pauvres mangent mal et mettent leur santé en danger. Un problème majeur dans notre pays où une personne sur dix est considérée comme pauvre.



Aujourd'hui, acheter une barre chocolatée, des chips ou une boîte de raviolis coûtent moins d'argent qu'un kilo d'oranges, qu'un morceau de fromage ou qu'un poisson ou une viande. Des enquêteurs ont interviewé 1164 habitants de Paris, Marseille, Dijon et Seine-Saint-Denis. Tous bénéficient de l'aide alimentaire : on leur donne de la nourriture parce qu'ils n'ont pas beaucoup d'argent. Parmi ces personnes, une sur 100 seulement mangent assez de fruits et de légumes pour avoir assez de vitamines et fibres. Et moins d'une sur 10 mangent assez de fromage pour avoir assez de calcium.

Pour ces personnes, les risques de santé sont inquiétants : obésité, problèmes de cœur, cancers, troubles du comportement. Devant la gravité de la situation, l'aide alimentaire devrait peut-être fournir plus de produits frais, comme des fruits, des légumes, du fromage. C'est ce que suggèrent les auteurs de l'enquête qui ont noté que les personnes les moins bien nourries n'achètent pas d'aliments de produits frais. Comment la pourriez-elles ? La moitié d'entre elles dépensent moins de 5 euros par jour pour se nourrir.

(\*) Étude Abena, 2004/2005

## Interpretive Mode

Health: Eating Well is a luxury

A recent study (\*) shows that the poorest people eat poorly and putting their health at risk. A major problem in our country where one in ten are considered poor. Today, buying a chocolate bar, chips or a can of ravioli cost less money than a kilo of oranges, a piece of cheese or fish or meat. Investigators interviewed 1,164 people in Paris, Marseille, Dijon and Seine-Saint-Denis. All benefit from food aid: they are given food because they have not much money. Of these, only one out of 100 eat enough fruits and vegetables to get enough vitamins and fiber. And fewer than one in 10 eat enough cheese to get enough calcium. For these people, health risks are of concern: obesity, heart problems, cancer, behavioral problems. Given the gravity of the situation, food aid should perhaps provide more fresh produce, like fruits, vegetables, cheese. This is what the authors suggest that the survey noted that the less well-fed do not buy themselves fresh. How could they? Half of them spend less than 5 euros per day for food. (\*) Study Abena, 2004/2005

Translated using google translate

## Interpretive Mode

Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

- Rich people do not eat as well as poor people.
- 10% of the population of France is considered to be poor.
- Poor people eat too many French fries.
- Healthy foods are more expensive than unhealthy foods.
- Only those who lived in Paris were interviewed.
- Poor people do not eat enough fruit.
- If you eat poorly, you risk being overweight.
- A lot of poor people do not spend enough on food.
- Rich people always buy fresh products.
- Poor eating habits can cause behavior problems.

### INTERPRETIVE TASK COMPREHENSION TEMPLATE NOVICE LEVEL

- Key word recognition** *Note to teacher: List 8 to 10 words.*  
Find in the article the word that best expresses the meaning of each of the following English words:  
1. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 6. \_\_\_\_\_  
3. \_\_\_\_\_ 7. \_\_\_\_\_  
4. \_\_\_\_\_ 8. \_\_\_\_\_
- Important words and phrases** *Note to teacher: Provide 5 correct ideas and 3 distractors.*  
First, circle the letter of the ideas mentioned in the article. Then, write the letter of that idea next to where it appears in the text.  
A. \_\_\_\_\_ E. \_\_\_\_\_  
B. \_\_\_\_\_ F. \_\_\_\_\_  
C. \_\_\_\_\_ G. \_\_\_\_\_  
D. \_\_\_\_\_ H. \_\_\_\_\_
- Main Idea(s):**  
Using information from the article, provide the main idea of the article in English.  
  
Adapted from ©2003 ACTFL Integrated Performance Assessment Comprehension Guide Template

### INTERPRETIVE TASK COMPREHENSION TEMPLATE INTERMEDIATE LEVEL

- Main idea:**  
Using the article, provide the main idea(s) of the article in English.
- Supporting details:** *Note to teacher: Provide 5 correct statements that support the main idea(s) and 3 distractors.*  
First, circle the letter of each detail that is mentioned in the article. Then, write the information that is given in the article in the space provided next to the detail below  
A. \_\_\_\_\_ E. \_\_\_\_\_  
B. \_\_\_\_\_ F. \_\_\_\_\_  
C. \_\_\_\_\_ G. \_\_\_\_\_  
D. \_\_\_\_\_ H. \_\_\_\_\_
- Meaning from context:** *Note to teacher: Provide 3 words that the students are not likely to know, but will be able to understand from the text.*  
Based on the article, write what the following 3 words probably mean in English.  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_
- Inferences:** *Note to teacher: Write 2 open-ended questions – "why do you think that", "what might be the effect of", etc. – that require inference on the part of the reader.*  
Answer the following by providing as many reasons as you can. Your answers may be in the target language or in English.  
1. Question: Use details from the article to support your answer.  
2. Question: Explain using details from the article.

1. Main idea:

**2. Supporting details:** *Note to teacher: Provide 5 correct statements that support the main idea(s) and 3 distractors.*

A. \_\_\_\_\_ E. \_\_\_\_\_  
B. \_\_\_\_\_ F. \_\_\_\_\_  
C. \_\_\_\_\_ G. \_\_\_\_\_  
D. \_\_\_\_\_ H. \_\_\_\_\_

1. 2. 3.

1. Question: Use details from the article to support your answer.
2. Question: Explain using details from the article.

5. **Author's perspective.** *Note to teacher: Provide one correct answer and two distracters. Possible options may include clinical/scientific, moral/religious, humanistic, factual/historical, comic, etc.)*

Answer the following questions in English.

8. Organizing principle. How is this article organized? Circle all that apply.